

Course Outline

COURS : **603-101-MQ English, Language of Instruction and Literature**

PROGRAMME : General Education – 4th course

DISCIPLINE : English Literature

Weighting : | Theory : 2 | Practice : 2 | Personal study : 4

INSTRUCTOR ¹	OFFICE	☎ ext.	✉ email or website
Jerry Johnson	C-163c	6686	jerry.johnson@cegepmontpetit.ca

AVAILABILITY TO STUDENTS *to be completed by the students*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Office hours					

DEPT. COORDINATOR	OFFICE	☎ ext.	✉ email
Olivier Pelletier	C-163B	5865	olivier.pelletier@cegepmontpetit.ca

¹The masculine form is used in this document for the purpose of brevity.

CONTEXT OF THE COURSE IN THE STUDENT'S TRAINING

The present course is the fourth of the four English literature and composition courses and is part of the General Education courses. Its role is to teach students to read, analyze, speak and write about a variety of texts including reports, essays, documentaries, and novels related to given fields.

MINISTERIAL OBJECTIVES

4EAP To analyse and produce various forms of discourse

1. To identify the forms of discourse appropriate to the field of study.

- Accurate recognition of specialized vocabulary and conventions.
- Adequate recognition of the characteristics of the form of discourse.
- Exploration of a variety of topics.

2. To recognize discursive frameworks appropriate to the field of study.

- Clear and accurate recognition of the main ideas and structure.
- Appropriate distinction between fact and argument.

3. To explicate an oral and written discourse.

- Examine ways to address and structure a given topic.
- Appropriate choice of tone and diction.
- Correctly developed sentences.
- Clearly and coherently developed paragraphs.
- Appropriate use of program-related communication strategies including media and technology.
- Explication of a 1000-word discourse.

4. To edit the discourse.

- Appropriate use of revision strategies
- Accurate correction of the discourse.

FINAL OBJECTIVE OF THE COURSE

On successful completion of the course, students, with the aid of reference material, will be able to produce a 1000-word essay analyzing a text. This essay will demonstrate the following: correct grammar, syntax and spelling; appropriate tone and diction; and effective sentences and paragraphs. This essay will also demonstrate thorough revision of form and content.

TEACHING AND LEARNING STRATEGIES

Learning activities include: close readings of texts or parts of texts, class and small group discussions of literary elements such as plot structure, character, tone, and style; workshops on note-taking, outlining, development of theses, paragraph design, use of glossaries, dictionaries and reference material, documentation and writing; exercises to strengthen both writing and speaking skills.

COURSE OUTLINE

LEARNING OBJECTIVE	CONTENT	PERSONAL STUDY AND WORK
SEMESTER ACTIVITIES		
Weeks 1 to 15		
1. To identify the forms of discourse appropriate to the field of study.	<ul style="list-style-type: none"> - Different forms of texts including stories, novels, essays and reports - Concepts used in analyzing literature, characteristics, themes and considerations of different eras and authors - Accurate explanation of the denotation and connotation of words - Accurate definition of the characteristics and function of each component of discourse - Recognition of the main idea and structure of a text - Clear presentation of the strategies employed to develop an argument or thesis, orally and in writing. 	<p>Read and analyze different texts.</p> <p>Use reference material for the purpose of individual research.</p>
2. To recognize discursive frameworks appropriate to the field of study.	<ul style="list-style-type: none"> - Identification and use of pertinent information from multiple sources - Identification of appropriate topics and main ideas - Distinction between fact and argument 	<p>Read and analyze different texts.</p> <p>Use reference material for the purpose of individual research.</p>
3. To explicate an oral and written discourse.	<ul style="list-style-type: none"> - Clear formulation of a thesis and clear, coherent organization of the supporting material. - Composition of a 1000-word essay using appropriate tone and diction, correctly developed sentences and clear, coherent paragraphs. 	<p>Research, and write different texts related to the organization and expression of ideas</p>
4. To edit the discourse.	<ul style="list-style-type: none"> - Appropriate use of revision strategies and a careful revision of the form and content before submitting their work. 	<p>Verify and correct written texts related to the organization and expression of ideas</p>

EVALUATIONS

The evaluation criteria as they appear in the course plan must be given to the students at least one week before the evaluation. (article 5.1j PIEA); A minimum of 15% of the final grade must be accumulated by mid-term (5. 2.3).

Description of the evaluation activity	Context and means of evaluation	Learning objective	Evaluation criteria	Dates	Value
Oral assignments	Individual, in class, round tables and debate.	1, 2	To be explained with the specific assignment	Weeks 3-6 and 9 -10	15%
Written analysis of texts	Individual, in and out of class	1,2,3	To be explained with the specific assignment	Weeks 2-13	15%
Essay	Individual, in class.	3	To be explained with the specific assignment	Week 4	10%
Mid-term exam	Individual, in class	1, 2	Correction criteria for each assignment will be provided by the instructor in advance of the due date	Week 7	15%
Report / Web Portfolio	Individual, outside of class	1, 2, 3, 4	Correction criteria for each assignment will be provided by the instructor in advance of the due date	Weeks 11	10%
Final Evaluation: Research essay	Individual, outside of class	1, 2, 3, 4	Correction criteria for each assignment will be provided by the instructor in advance of the due date	Week 15	20%
Final Evaluation: Oral Presentation of research material related to essay	Individual, in class	1, 2, 3, 4	Correction criteria for each assignment will be provided by the instructor in advance of the due date	Week 15	15%

TOTAL : 100 %

OBLIGATORY MATERIAL

- Bach, Richard. Illusions.
- Selected stories, articles, essays and reports taken from online sources
- A good dictionary and thesaurus (such as the Paperback Oxford Canadian Dictionary)

LANGUAGE DEPARTMENT REGULATIONS

Class Participation

The student will be punctual and create a favourable learning environment through his attitude and actions.

Course Level

The student has one week from the first class to inform the teacher that the course level is inappropriate.

Class Attendance

The student is required to respect article 5.3.4 in the *Politique institutionnelle d'évaluation des apprentissages* (PIEA) as well as the Language Department regulations. The student ought to consult article 5.2.5.1 to know what constitutes a justifiable absence.

For a course of 60 hours, after 8 hours of unjustified absence, the will receive a written warning. After 12 hours of unjustified absence, the student could be excluded from the course.

After an absence, It is the student`s responsibility to find out what work was missed and what work needs to be done.

Presence at Graded Evaluations

The student who is absent for an exam, for any kind of classroom evaluation or who does not hand in an assignment on the date specified by the teacher will receive 0. However, in serious situations and upon presentation of a valid written justification for the absence before the following course, the teacher will be able to permit the student to do the evaluation before the following course. (Article 5.2.5.1 of the P.I.E.A.)

Submitting Written Work

The students must follow the guidelines and format, such as MLA (Modern Language Association) or another, required by the instructor. The maximum penalty is set at 10 % of the given grade for work that does not conform to the guidelines.

The teacher, at his discretion, may insist that the work meets requirements. In this case, the penalty is 10 % of the given grade per working day late.

Plagiarism

Any plagiarism, any attempt to plagiarize, collaboration in plagiarism or any other dishonest intellectual practice will be dealt with under article 5.6.1 in the *Politique institutionnelle d'évaluation des apprentissages* (PIEA).

- 1st offense : a grade of '0' will be given for the evaluation
- 2nd offense : a '0' for the entire course will be given to repeat offenders

Passing Grade / Double 60 Rule

The passing mark for the course is 60 %. To pass the course, the student must have 60% or higher on the final evaluations as well as an overall average of 60% or more including the final evaluations.

Grade Revision

Before making a request for a grade revision, the student must meet his teacher to clarify the situation and the reasoning behind an assigned grade.

COLLEGE POLICIES AND REGULATIONS

All students enrolled at Cégep Édouard-Montpetit must become familiar with and comply with the institutional policies and regulations. In particular, these policies address evaluations, admission status, French language policies, a violence-free and harassment-free environment, and procedures regarding student complaints. The French titles for the policies are: *Politique institutionnelle d'évaluation des apprentissages, les conditions particulières concernant le maintien de l'admission d'un étudiant, la Politique de valorisation de la langue française, la Politique pour un milieu d'études et de travail exempt de harcèlement et de violence, les procédures et règles concernant le traitement des plaintes étudiantes.*

The full text of these policies and regulations is accessible on the College web site at the following address: www.cegepmontpetit.ca. If there is a disparity between shortened versions of the text and the full text, the full text will be applied and will be considered the official version for legal purposes.

RULE REGARDING THE USE OF ELECTRONIC DEVICES IN CLASS

This rule is included in the student agenda, in the section *Collège en bref*, under the title *Cellulaire portables et autre appareils électroniques en classe*.

The Dean of Studies at Cégep Édouard-Montpetit recognizes the use of information and communication technology and communication for the purposes of learning, in conditions that are conducive to concentration.

For this reason, unless a student has a special agreement with the teacher, the following are forbidden in class:

- the use of cell phones, smart phones, and music players;
- the use of audio or video devices for recording or taking pictures;
- the use of portable computers or tablets for uses other than those allowed in the teaching context. In the case where these rules are not respected, the teacher can demand that the device be put away and, if the rule is not respected after a formal warning, the teacher can expel the student from class.

THE CAL: LE CENTRE D'AIDE EN LANGUES (C122b)

The Language Help Centre offers free tutoring and help for students with difficulty in English.

The CAL offers a favourable environment in which to improve your English skills. The objective of the center is to provide assistance to everyone at ÉNA who wishes to improve his knowledge of English. According to your schedule, you will be paired with a tutor that will be convenient for you during the semester. You may also offer your services as a tutor. It is your responsibility to approach the CAL should you need assistance as soon as possible:

- in person at C122b
- online at CAL@cegepmontpetit.ca
- by telephone : 450-679-2631, ext. 7278
- for more information : <https://www.facebook.com/groups/centredaideenlangues/>

LE CSA: Le Centre de services adaptés (Center for students with special needs) (B-157)

For students with special needs: if your participation in college life is hampered by your situation and you need special measures (physical adaptations, special conditions for exams, learning strategies, etc.), it is your responsibility to consult the *Centre de services adaptés* (CSA) as soon as possible.

- in person at B-157
- on line at servicesadaptesena@cegepmontpetit.ca
- by telephone : 450-679-2631 ext.4578